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By-McQuigg, R. Bruce

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This last volume of a 4-part report reviews the secondary division program of the acroclinical semester, an accelerated experience designed to correlate methods instruction (including theory) as closely as possible with student teaching (the practice). Each of 15 sections deals with 1 program element; most sections include discussion of the original planning, problems of coordination, changes made before the spring semester, and evaluation by staff and students. Six sections deal with the content and material components: the 2-day "capstone experience" designed to test students' skills and feelings concerning teaching; specialized methods instruction in English, modern foreign language, mathematics, science, and social studies; 10 hours of audiovisual instruction; a course in principles of secondary education designed to encourage development of personal philosophies of teaching; 6 hours of statistics instruction; and extended student teaching experiences. (Included also are the Insite Student Teaching Evaluation Forms.) Separate sections are devoted to the joint planning and responsibilities of department heads and methods teachers; organization and scheduling, and program strengths, major methods teachers; organization and the 12 students who left the program. Other sections discuss the use and program strengths, major problems, plans for continuation, and notes regarding documents are SP 001 557, SP 001 683, SP 001 684, SP 001 685. (JS)

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I N S I T E

Instructional Systems in Teacher Education

Indiana University Bloomington, Indiana

Fourth Annual Report

to the Ford Foundation

July 1, 1966 - June 30, 1967

Part IV

The Acroclinical Semester: Secondary Division

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I N S I T E

Fourth Annual Report to the Ford Foundation

For the Fiscal Year
July 1, 1966 to June 30, 1967

Part I

Section One THE YEAR IN REVIEW, THE BUDGET, LOOKING AHEAD. An evaluation by Dr. Arthur H. Rice, Executive Coordinator

Section Two THE STORY IN PICTURES. Captions by Jane Jaffe

Section Three THE ORIENTATION SEMESTER. Reported by Dr. Jean York

Part II

Section One STUDENT ENROLLMENT AND RECORDS, COUNSELING, RESIDENT TEACHING PLACEMENT. Reported by Dr. John R. Beck

Section Two RESIDENT TEACHING. Reported by Dr. R. Bruce McQuigg

Section Three THE SEMINAR ON THE IMPLICATIONS OF THE SOCIAL SCIENCES. Reported by Dr. Paul Hines

Section Four THE SEMINAR ON THE ROLE OF THE HUMANITIES. Reported by Dr. Guy Hubbard

Section Five THE CREATIVE ARTS WORKSHOP. Reported by Dr. Mary Rouse

Part III

Section One THE ACROCLINICAL SEMESTER: ELEMENTARY DIVISION. Reported by Dr. Edward G. Buffie

Part IV

Section One THE ACROCLINICAL SEMESTER: SECONDARY DIVISION. Reported by Dr. R. Bruce McQuigg

Part V

Section One SUPPLEMENTARY: An Experiment in Teaching Creative Arts Methods to Elementary Teachers. A master's thesis by Jane Wesley

Submitted by
INSTRUCTIONAL SYSTEMS IN TEACHER EDUCATION
School of Education, Indiana University
Bloomington, Indiana

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Part IV

THE ACROCLINICAL SEMESTER

SECONDARY DIVISION

Reported by Dr. R. Bruce McQuigg

Associate Coordinator for Secondary Education

THE SECONDARY PROGRAM OF THE ACROCLINICAL SEMESTER

Reported by R. Bruce McQuigg
Associate Coordinator for Secondary Education

The acroclinical semester for students in the Insite program preparing for junior and senior high school teaching has several basic purposes. First, it is designed to bring methods instruction (including theory) into as close a relationship as possible with student teaching (the practice). Second, the semester includes instruction and practice in several other skills needed by today's secondary teacher: the use of audio-visual equipment, the design and preparation of instructional media, and basic statistics. In addition, the semester includes experiences designed to acquaint prospective teachers with the compilation and interpretation of cumulative records, opportunities to assist and participate in the classroom prior to student teaching, videotaping of a lesson and analysis during its play-back, plus the important experience found in working with other college students who are preparing for teaching in similar fields.

The acroclinical semester is the result of planning by methods instructor, department heads at the University Schools, and the Insite staff. The design proved that it could be altered during the course of the first year of operation and still maintain the major strengths.

The various elements within the acroclinical semester will be discussed in this report in the following order:

1. Capstone Experience
2. Methods Instruction
3. Planning the Semester: Assessment by Department Heads and Methods Teachers
4. Audio-Visual Instruction and Practice
5. Principles Course
6. Strengths of the Program
7. Cumulative Records
8. Organization and Schedules
9. Statistics Instruction
10. Videotaping
11. Student Teaching
12. Observation Experiences
13. Major Problems
14. Plans for Continuation
15. Students Leaving the Program after the Acroclinical Semester

THE CAPSTONE EXPERIENCE

The Capstone Experience is designed to test both students' skills and feelings concerning teaching. It asks for decisions, complete with rationale, alternatives, and considered implications. It is fitting that the Capstone Experience be discussed first in this report, rather than last as it appears in the semester, because it contains many of the elements of the semester's objectives within it.

The following is a summary of the "Capstone Experience" and reactions to it as it was conducted with the Secondary Pilot Group, in January, 1967.*

In the description that follows, the media employed is listed on the left (such as tape recording, slides, printed material). Major student responses to the various items are given in parentheses following the item.

FIRST DAY

Discussion: What factors do you now consider most important to you in selecting a community in which to teach?

(Student responses indicated a wide variety, with living conditions, support of schools, salary, recreational and shopping opportunities, racial balance or imbalance, transportation, and age of residents all named.)

Slides: The slides of the Griffith community were shown without a running comment.

Discussion: What factors you deemed important were in evidence; which were not?

* It was necessary to "phase out" student teaching responsibilities at the end of the semester since the acroclinical semester and the University School semesters ended at the same time. (In other words, teachers wanted the student teacher to assist with the testing and reviewing within his classes right up until the last possible day.) Therefore, the decision was made to condense the Capstone Experience as much as possible, and take half-days during the week for it rather than whole days --- allowing the student to spend half the day in the Capstone and the other half of the day in his regular classrooms. This had some real merit; it forced the pace of the Capstone to be brisk and it allowed for a "graceful exit" from student teaching responsibilities. It also allowed for two groups of 25 Insite students (one in the morning, one in the afternoon), making much more interaction possible than would have been the case had all 50 been present each session.

(Availability of worship facilities were shown in slides but not brought out in discussion. Slides left favorable impression for a small town. Students questioned why main street looked even smaller than it should. The question was answered by its geographic location near Chicago.)

Printed Hand-Out: Summary of school survey (updated) handed out. Students to read it prior to second day and comment on inconsistencies or contradictions with what they observed.

Tape: Superintendent discusses Griffith as a place in which to live and work.

Discussion: What comments are inconsistent with what you observed?

(Tape answered question concerning main street: most people in Griffith have easy access to large shopping centers; "a good place to live and send children to school" --- but not shop, necessarily.)

Discussion: What factors concerning the high school itself are important to you in selecting a place to work?

(Few surprises here. Most emphasized a good, comprehensive program, facilities for work, budget for materials, salary, and harmonious working relationships with peers and administration.)

Slides: Griffith High School series.

Discussion: What impressed you particularly?

(Chiefly the vocational program --- few of our students had seen one to compare with it. The cleanliness of both students and facilities was also pointed out --- even the absence of long hair on boys.)

Paper: To be read for second day also: The Purdue Sociology Department's study of Griffith. (Courtesy of Purdue University)

SECOND DAY

Discussion: What important inconsistencies (if any) are there among the superintendent's discussion, the school survey, the sociological report, and what you have observed?

(Major inconsistency: Superintendent reports many working mothers; Purdue paper reports few --- but perhaps they were not at home when questioner called?)

Tape: Superintendent and principal discuss two widely different teacher candidates. (One is extremely well organized, one is an imaginative free-wheeler, both with excellent college backgrounds and both highly recommended by critic.)

Discussion: What do they emphasize regarding beginning teachers; -- what do they expect of them, what are major pitfalls? Which would be of major importance to you as a beginning teacher in Griffith?

(Superintendent and principal point out the "cardinal sins" of beginning teachers: not having adequate lesson plans, not working well with peers, and not being able to bring about good student conduct.)

Slides: Pictures of two teachers in their classrooms in Griffith, one highly organized, the other imaginative and less organized.

Printed Hand-Out: Samples of classroom materials employed by these two (includes daily assignments, writing assignments, tests).

Discussion: After brief observation of teacher and his room and acquaintance with instructional techniques as represented by paper material, what aspects of style and technique in following these two men would be of major importance?

(To suddenly break with the routine established would be as foolhardy as to continue practices even though they were "wrong" or not in keeping with one's teaching style.)

Replicated Student Papers: (Half the students "follow" one teacher, half "follow" the other teacher. Reactions are compared.)

You (the Insite student) are replacing the English teacher (the "freewheeling" one.) Here are student papers which you are to comment upon tonight. You will hand them back tomorrow. (Papers are on topic: "How I Feel About Living With Negroes." They are papers actually handed in at Griffith.)

Slides: Pictures of "Cynthia," local Future Teachers president, who is interested in studying creative writing in college.

(These are shown now because of visual perception of Cynthia is necessary for what follows. The picture used is not the girl involved in the actual incident.)

THIRD DAY

Tape: Principal and superintendent are discussing young woman who is not being offered a position by a neighboring district for next year because teacher she replaced is coming back. Young woman had had difficulty in classroom control, in working with peers, and in not having lesson plans.

Discussion: Young woman in question has committed the "sins" brought out in the tape. How do principal and superintendent view her record?

(They actually take into account the fact that she was a last-minute replacement, probably did not receive much supervisory help, and that superintendent from neighboring district is recommending her.)

Printed Hand-Out: Student receives envelope from principal, containing a note from irate mother. She is "sick and tired" of discussions about the "Negro problem" and objects to assignment. Principal asks that you write a reply, since the papers in question were distributed in your class.

(Some students reply that they did not make the assignment. They merely handed back the papers. There was some discussion of them in the class. Others try to justify such assignments. Still others try to convince the mother that important problems concerning feelings and prejudices need to be brought out in the open, and cite the Purdue study's point about prejudice in Griffith.)

Discussion: To what extent does the teacher justify to an individual parent the work in his class?

(Extreme care should be utilized in "justifying" an assignment. Mother may be a constant source of trouble; teacher should check before framing reply, principal will know. Parents do have the right to know more about purpose of assignments.)

Paper: Each student receives a copy of an essay written by Cynthia (see above) called "Wonderful Is Worth Saving." Principal has asked that you read it and add a note to accompany a scholarship application for Cynthia which is based on her creative writing ability. Bring your supporting note tomorrow.

Tape: Teacher is berating the guidance director. He has sent misbehaving boys to the guidance office on any number of occasions and they come back acting just as bad as before. "Whose side are you on, anyway?" he finally asks the guidance man.

Discussion: Who's side is he on? What are the key relationships between guidance and instruction; counselors and teachers; discipline and guidance? Is there a clear-cut philosophy evident from the tape which gives you clues as to how to "use" guidance services in working with your pupils in Griffith?

(There is not a clear-cut philosophy evident in the tape. Students, however, showed a great deal of understanding about the instructional program.)

Printed Hand-Out: Notes, one from AFT and one from NEA, local organizations. Both welcome you to Griffith, ask what your intentions are concerning joining, and ask that you return a note stating your intentions. Bring tomorrow.

Tape: Two members of the "out group" in Griffith, both senior boys, discuss how they feel about school and why they do not participate in school activities. (One works in a gas station every night of the week. He reveals late in the tape that he has been short in the till, and has gone to sleep while on the job.

Discussion: Principal has asked you, as a young, new teacher, to chair a committee to design some kinds of activities to appeal to the non-participant in Griffith. What possibilities are there; how does time of day affect participation, etc.?

FOURTH DAY

Discussion: How do you respond to the not-so-subtle pressures to join one organization or the other?

Discussion: Review recommendations for committee on activities. What responsibility for the "shaggy-haired motorcycle group" does a high school have? Do you "cater" to interests whether or not they are educational?

(There is a limit to what the school can or should provide. Because a group is interested in stealing hub caps doesn't mean the school should have a club with this purpose. Careful attention to <u>educational</u> objectives should be given to more activities.)

Discussion: Review recommendations made for Cynthia's scholarship application.

(Some students refuse to recommend her since they have seen only one sample of her writing, others are cautious, others go overboard on recommendation.)

Oral Message: Principal is to mail the scholarship application at noon and thanks you for your help. He has seen Cynthia's mother in Strack and Van Til's the night before and she has expressed concern that Cynthia will need considerable financial help in order to attend college. Cynthia, her mother reports, has been staying up late at night lately in order to get assignments done. Her mother is worried that Cynthia is trying to do too much in school and takes her work too seriously. Principal tells her that "Wonderful Is Worth Saving" has been selected (without Cynthia's knowledge) to be entered in a creative writing contest sponsored by a magazine.

Paper: Each student receives envelope which has been put into his mailbox. In it is a page torn from Seventeen magazine, which shows that Cynthia's essay, "Wonderful Is Worth Saving," is 100% plagiarized.

List the specific course of action you would take.

Discussion: Review courses of action described by various students. At what stage of the action is the youngster to be confronted? How serious is this case of plagiarism, since Cynthia has been falling behind in her work? Are several years of good high school work to be forgotten in the scholarship application because of this case of plagiarism? How many teachers are informed or involved? How do you make sure this is an isolated case of plagiarism with Cynthia.

Role-play: The confrontation with Cynthia.

SUMMARY DISCUSSION:

1. What are essential elements in the community and administration at Griffith which have special importance to the beginning teacher?

2. What are key relationships to be established; what is the priority?

3. What resources are available to help the beginning teacher?

4. Has this been effective use of instructional materials for you? What prevented you (if that was the case) from caring about the outcomes of the various problems, especially Cynthia.

MAJOR DIFFICULTY IN SECONDARY

A problem for the Insite student was his lack of interest in the part of the teacher when the subject matter involved was foreign to the student. (The science students could not quite see why they would be asked to write a supporting note of recommendation for Cynthia's scholarship based on creative writing ability.)

THE CAPSTONE EXPERIENCE IN THE SPRING SEMESTER

In the spring semester the Capstone Experience was scheduled for the last two and one-half days of the semester. This made it necessary to work with the entire group of 46 students at one time and turned out to be a major difficulty. As indicated in the review of the fall semester, a smaller group of students allows for much more interaction; a group of 40 to 50 simply does not allow enough response from each individual student to make the experience as worthwhile as it might be.

As indicated in earlier discussion about the two groups, fall and spring, one observation about the spring group and the Capstone Experience might be pointed out. They had completed a very long semester with just one break, that being spring vacation. Many of these students, members of Insite I, had been going to school the full year, including summer school, intersession, and postsession, and by the time the spring semester was ending, they had "had it." There was not the impact of the Capstone material on the spring group that there was on the fall group. Incidentally, another reason for this might be that the spring group had heard a great deal about the Capstone material. In other words, it was not a complete surprise to them. A specific example is in the case of Cynthia's plagiarized article. In spite of warnings (or pleadings) to the fall group not to reveal the content in the Capstone material to the group in the spring, a few students did know ahead of time what was going to happen concerning Cynthia's essay. Consequently, this lack of the surprise element did detract from the Capstone Experience.

VISUAL MATERIALS USED IN THE CAPSTONE EXPERIENCE

1. 80 slides, in color, showing business, recreational, residential areas; churches, transportation facilities; Griffith, Indiana.

2. 50 slides, in color, showing schools, particularly the high school program and student body.

3. 10 slides, in color, of two teachers at work in their classrooms; one is the most highly organized teacher in the high school, the other has an imaginative and apparently unstructured program.

AUDIO MATERIALS (all tapes)

1. The superintendent of schools discussing Griffith as a place to live.

2. High school principal and superintendent discussing two applicants for the same teaching position; one is described as the most highly organized student teacher the critic has ever had, the other is free-wheeler; "cardinal sins" of beginning teachers are mentioned.

3. Five high school students discussing how they prepared for semester exams and how they feel about young beginning teachers.

4. Two potential drop-outs, both boys, discussing reasons for not participating in school activities, costs of motorcycles and cars, dating, rules on no-smoking for athletes.

5. Teacher berating guidance director because students who misbehave in his classroom continue to misbehave after seeing the counselor.

PRINTED MATERIALS

1. "Study of Change in a Community: Griffith, Indiana" Purdue University Sociology Department, 1966.

2. School Survey, Indiana University, 1954; updated by superintendent.

3. Examples of tests, assignments and study guides from highly organized classroom and unstructured classroom.

4. Students' essays on "How I Feel About Living With Negroes."

5. Note from irate mother protesting the assignment concerning Negroes.

6. Copy of a student essay, to be entered in creative writing contest; teacher is asked to read it, then write a recommendation to accompany a scholarship application.

7. Page from Seventeen which shows the essay in (6) is 100% plagiarism.

8. Notes from local affiliates of NEA and AFT, both welcoming the beginning teacher and both asking for written note of intention concerning joining.

MAJOR DISCUSSION QUESTIONS

1. What are essential elements in the community and the schools, particularly their administration, which the beginning teacher must take into account in order to make a successful start?

2. What resources are available to the beginning teacher?

3. To what extent does the novice teacher explain/justify the work done in his classroom (particularly to parents)?

4. How serious is plagiarism in the case of a needy, capable senior? Does it warrant retraction of a scholarship application?

STUDENT REACTIONS

Students indicated that this form of teaching --- this simulated experience based on a real school --- was an effective conclusion to the semester's work. The spring group had little opportunity to evaluate it formally because of the timing, but verbal comments attest to the fact that they not only enjoyed but profited from the Capstone.

METHODS INSTRUCTION

Special methods instruction is a complex, often difficult, area of pre-service teacher education. This report describes how such instruction was structured within the acroclinical semester, as well as some of the difficulties in providing it.

Special methods instruction was offered in five major subject areas during the year: English, modern foreign language, mathematics, science, and social studies. The number of students involved in each of the special methods classes was as follows:

Subject	Number of Students	
	Fall	Spring
English	16	10
Modern Foreign Language	7	11
Mathematics	5	5
Science	15	8
Social Studies	9	12

The acroclinical planning teams decided that methods instruction should be concentrated during the early portion of the semester, with continuing contact with the students in his group by the methods instructor throughout the semester. In this way the students would have recourse to the methods instructor as they are doing student teaching. This involved extended periods of instruction in methods during the first eight weeks of the semester. It required the methods instructor to work into his schedule these extended periods at the University Schools, and that was quite difficult in some cases.

The methods instructors felt, and still feel, that methods taught within the school setting itself while students are involved in observation, bit teaching, and student teaching itself is a distinct advantage.

Classroom discussions can often be based on real experiences of the students rather than on some hoped-for experiences when they depart from the campus to student teach.

Perhaps the single major difference in methods instruction taught in this kind of setting involves the fact that assignments for the students in methods can be made in terms of what they are actually being called upon to do. For example, rather than assigning a student the preparation of a unit dealing with a major American novel that he may or may not teach some day, the unit can be prepared by the student using a novel which he will indeed be teaching a few weeks hence in student teaching. This gives both the methods instructor and the critic or supervising teacher a chance to evaluate the plans prior to their implementation within the classroom itself. In actual practice, of course, it is more difficult than it appears initially to make each assignment of this nature in methods, i.e., one which actually will be employed. In some classes students did not know far enough in advance what it was they would be teaching, so the bulk of their methods instruction was completed before they were called upon to teach it.

Perhaps the most difficult methods class to teach in the University Schools setting is science. This had to do, of course, with the fact that to teach an effective methods class in science requires a laboratory. Laboratory space was not available to the science methods teacher and, consequently, both fall and spring groups in science met for a portion of their methods instruction at the School of Education. (Both Dr. Andersen and Mr. Winslow, the methods instructor and the department head, have pointed out a shortcoming in the preparation for science teachers at Indiana University. This shortcoming is an inadequate laboratory setting, even at the School of Education, for good preparation for today's science.) Methods instructors have pointed out many departures that they were able to make from the usual methods instruction because their methods students were involved in student teaching at the time. Some examples are (1) a preparation of a guide to 16 novels prepared by the students in Miss Strom's English class, compiled by the Insite office, duplicated and distributed to the methods students and the University Schools English department. This kind of project is an example of work within methods classes which has some utility for the students as well as the critic teachers and the English department; (2) many unit plans, lesson plans, and particularly audio-visual materials, prepared in conjunction with the methods instruction, which could be used and, in fact, retained by the critic teacher and the department involved; (3) vocabulary drills accompanied by overhead transparencies prepared by the students in foreign language methods during the spring semester. The students retained these extensive drill and AV materials and certainly will be able to employ many of them in teaching next year, as they already have employed them in student teaching.

Methods Students Expect Immediate Results. An interesting dichotomy exists in methods instruction in such a setting. The methods instructor looks at methods as a preparation for teaching on a long-range basis. In other words, his instruction is not just to get the student through student teaching successfully. He has to look beyond this to a time when the

student teacher will become a full-fledged teacher in his own classroom working within another department and another school setting. Much of the work the instructor wants to accomplish in methods has long-range implications. The student, on the other hand, faced with the prospect of being successful in student teaching, often looks at methods instruction as either immediately useful or largely useless. He wants methods instruction to help him succeed in student teaching. Success in full-time teaching is not so imminent and, at the time, is not so important. A specific example of this is in the area of classroom discipline. It is this observer's opinion that if the methods instructor were able to give the student teacher help which would enable him to secure better classroom control with the classes he is dealing with in student teaching, the student teacher would feel the methods teacher had played his proper role. The methods teacher, on the other hand, has to think of classroom management in terms of groups different from those the student teacher is working with. He has to deal, he feels, with a variety of high school pupils in terms of classroom management, a wider variety perhaps than the student teacher is currently teaching. This often leads to the charge of methods instruction being full of "theory." It is not so much a question of "theory"; it is more a question of when the theory can be put into practice. One of the reasons the students like the audio-visual instruction is that it gives them information and skills necessary to use equipment and to prepare audio-visual materials immediately. Perhaps the secret lies in devising different sets of objectives in methods. One set of objectives deals with those of greater importance in a student teaching setting. Another set of objectives is admittedly longer-range. Perhaps if the student could be helped to see the distinction between these objectives, he might be more patient with methods instruction.

A specific example of how the methods instruction could be enhanced through the cooperation of the department head and the methods instructor is found in modern foreign language during the spring semester. In this case, Mr. Lee Hawkins, the department chairman, not only spoke to the methods class as a part of their regular class meetings but also took them to the language lab and explained how this laboratory worked in the University Schools setting. He also graded the tapes prepared by the French students and graded the drills designed and prepared by them. The methods instructor, Mrs. Viva Lynn, found her greatest strength in the Spanish language and, consequently, both the students of French and Spanish had a better experience because of the combination of strengths of the department head and the methods instructor.

Further quotations from Mrs. Lynn's report point out features of methods instruction present in varying degrees in all five subject areas:

"The acroclinical semester allowed us to control carefully the relationship between the theory and practice of methods. The methods instructor, department head, and language teachers met in large and small groups to discuss how the semester's work would be handled and what would be each person's responsibility, and then supplied each other with the information agreed upon at regular time intervals. We tried to control the experiment in such way that the students would not be asked to do something in the teaching situation which they had not already learned in methods class. After the students had learned a particular technique in methods and had had a chance to put it into practice in the classroom, we then spent a

great deal of time in a group discussion of the results they obtained and the problems they encountered. The students have told me repeatedly that our discussions as a group in which everyone contributed and all benefited from each other's ideas and experiences was the most valuable part of the methods course. I went into the teaching of this course with the idea that carefully guided self-discovery is an essential part of a methods course, but the students taught me that it is even more important than I had thought.

"With regard to controlling the transition from theory to practice, there are problems, but nothing that could not be solved. It is essential in a situation like this to have the full cooperation of everyone involved. I feel that we came very close to achieving such cooperation. I feel that, all things considered, the amount of effective control we were able to establish last semester was a miracle. If the same procedure could be used again and the little problems ironed out, the idea could revolutionize the method of training student teachers of modern foreign languages.

"I tried to make the methods course a very practical one instead of an entirely theoretical one. The majority of the students felt that this was much more effective than keeping the course on a theoretical plane.

"Each student spent one-half day on each of two observations made in Indianapolis, Columbus, or Martinsville during the sixth and seventh weeks of their student teaching. Although they felt that over half of the teachers they observed were inferior to those at University School, they insisted that the experience was worthwhile for many reasons: (1) they did get to observe a few truly outstanding teachers; (2) they were able to observe programs in use which were different from the one they had been using; (3) they were able to observe different methods of teaching; (4) the experience made them appreciate the fine training which they had been receiving. They also insisted that the experience would not have been nearly as valuable had they done it before their student teaching.

"We tried to make use of all the materials available to us and all the facilities at our command. I almost felt as though we were living in a paradise of materials and machines. I think it is safe to say that we had everything we needed. Materials and facilities included:

1. A fully-equipped language laboratory and individual recording rooms, both of which we could use by careful scheduling with the modern language department.
2. Film projectors, filmstrip projectors, overhead projectors, opaque projectors, and tape recorders which could be borrowed from the audio-visual department.
3. Entire series of current modern language programs which could be borrowed from the materials center.
4. Equipment and materials necessary for the making of visuals.

"In addition to Mr. Hawkins, the department head, another guest speaker was Miss Virginia Garibaldi of the Indiana Language Program, who talked about foreign language in the elementary schools. Some of the students became so interested in the subject that they applied for a Foreign Language in the Elementary School Institute during the summer and were accepted."

Mrs. Lynn's report points out some of the difficulties in teaching methods in this setting:

"I found that while I was supposed to be on a half-time position, I devoted three-fourths to full-time to it. Much of this time was spent on the phone at night helping students iron out difficulties during the student teaching period. The students need a full-time methods instructor on this program. Most of them try to squeeze out every benefit possible and if they are to come out better prepared than the average student teacher, then something will have to be done about this situation. I observed one student four times during her student teaching in 70-minute periods and had a half-hour conference with her after each observation and she said on her evaluation sheet that she felt she had not been observed enough by her methods teacher! Maybe she's right!"

Student Reactions. Students designated the combination of methods, principles, and student teaching as the basic, underlying strength of the semester. When the coordination among the various facets was clear, students responded positively. When it was unclear or absent, the response was negative. Much is dependent upon the time, willingness, and ability of the methods instructor and the department head to make clear to both student teacher and classroom teachers the sequence of and the reasons for the activities within methods and student teaching.

German, Russian, and Latin methods were taught by Miss Lorraine Strassheim of the Indiana Language Program. Her efforts are to be commended since she had to meet with these students separately in order to provide for the various methods involved in these languages.

Observing and evaluating student teachers in the foreign languages is a most difficult problem. Unless the observer is well acquainted with the language, it is very difficult to make meaningful suggestions and comments.

Other methods instructors pointed out additional advantages possible in methods instruction within the acroclinical semester:

1. Smaller classes. In the "regular" program, methods sections run as high as forty students. In the acroclinical semester the largest was sixteen.

2. The contact among methods instructors, department heads, and classroom teachers. Methods teachers can easily become detached from the public schools, and working in a school setting has real merit for the methods instructor.

3. Permits change. With the methods instructor involved in the total program rather than being limited to just methods instruction, approximate changes in the students' programs could be made. For example, Dr. Jerry McIntosh, mathematics instructor, reports that three student teachers under his direction altered their teaching responsibilities as the semester progressed and as he, the department head, and the classroom teachers planned the changes.

4. Meaningful observations. Many more (and certainly more meaningful) observations of the student teachers while teaching observed frequently but with follow-up conferences concerning the observations.

PLANNING THE SEMESTER
ASSESSMENTS BY DEPARTMENT HEADS AND METHODS TEACHERS

Meetings of department heads and methods instructors during the school year preceding the first acroclinical semester resulted in the design for the semester. Department heads were assigned reduced teaching loads during the 1966-67 school year in order to give time to the assignment and observation of student teachers and meeting with the methods instructor in their field of study.

Methods instructors were assigned teaching associates who were to assist them in both their acroclinical work and their regular campus responsibilities.

It is easy to underestimate the amount of time necessary to bring about the kinds of coordination sought during such an enterprise.

REPORT OF THE DEPARTMENT HEADS

Mr. Donald Winslow, head of the science department at University Schools, feels that there was a great amount of pressure placed on the students in the Insite program. This pressure has to do with the students' divided loads: teaching, preparing lesson materials, completing other assignments given by their critic teachers, "Principles" assignments, examinations in other classes. He feels the most important strength gained is the close relationship with the science methods teachers and teaching associates. It has provided, he says, an opportunity to work closely with other methods teachers and to share discussion of ideas concerning instruction in other areas. Also, the program has

provided the chairman with an opportunity to meet with all of the student teachers from time to time, so that common problems within the department could be discussed. Mr. Winslow feels that there was a real commitment on the part of the students to help each other when they had an opportunity to work in groups during the weeks in which they were doing their student teaching. He says, "Probably at no other time during the whole history of the school has it been possible to work this closely with methods teachers and with all of the student teachers at one time."

The real core of the matter, Mr. Winslow points out, is that the necessary facility which should be in existence in all teacher-training institutions is missing at Indiana University. There is no complete high school laboratory. Effective methods instruction in science requires a learning laboratory equipped with furniture and fully stocked with expendable materials which students can get on their own time, making use of their own ingenuity and actually working out some of the laboratory experiences that they wish to try with a class. This kind of science learning laboratory should be on the same open basis as a library curriculum laboratory. Mr. Winslow says: "Until this kind of facility is provided, we will never reach the pinnacle, as far as facilities are concerned, to give a student the completely rounded program necessary to go out and teach science today."

Mr. Frank Smith, head of the mathematics department, feels that the Insite program has been an important one in that it has enabled the department head and the methods teacher to work closely on a number of occasions. He believes, however, that ideally the methods teacher should have a high school class of his own to be used as a demonstration class. In this way the methods teacher would be a part of the mathematics department. The teachers within a department would feel that the methods teacher was a partner instead of an outsider.

The mathematics department at the University Schools had four part-time teachers this year who are technically not qualified to supervise student teachers. This left five full-time people in the mathematics department, all of whom had five classes of mathematics. It was not possible to have a larger number of student teachers working within the mathematics department with this limited number of classroom teachers. There were advantages in having a small group, but such a small group involves a high faculty-student ratio, in that the five student teachers were being helped by the department head, the methods teacher, the teaching associate and their critic teachers.

Mr. Smith thinks that one of the most important things the methods instructor can do is to keep the classroom teacher informed as to what is occuring in the methods class. Only in this way can the critic teacher coordinate with the methods instruction. He needs to know when students are able to do certain things within the classroom, and he relies heavily on the methods instructor for this information. There is a continuing question as to how much direction to give the critic teacher in working with the student teacher. Few persons involved in the program would desire a highly structured program in which everything the critic teacher does with the student teacher was scheduled for him. However, the fact remains that the classroom teacher wishes to be consulted about the activities

planned for the student teachers without having to attend a lot of meetings. With five classes each day and many other responsibilities, the critic teacher simply doesn't have much time for other meetings. Mr. Smith pointed out that somehow the pre-service education program at Indiana University needs to put more emphasis on the kind of individual we seek for teaching. There is more to it, he says, than the knowledge of the subject matter. Somehow or other, we must more carefully analyze the human relationships involved with pupils, with fellow teachers, with department heads, with administrators, with parents, and with a larger community.

Mr. Smith, like the other department heads, feels that the spring schedule, described elsewhere in this report, is a definite improvement over the fall.

Robert Pettijohn, department head for social studies, offered a major reason for this. This schedule, he says, allows a longer period of consistent work with the critic teacher, giving the department head an extended period of time in which to concentrate on his work with the critic.

A continuing problem in social studies education was made clear during both semesters of the Insite program. Matching critic teachers and student teachers is difficult because of the wide variation in content preparation on the part of social studies majors. For example, a student might have a heavy emphasis on European history or American history. Within the University Schools department he may become involved in more non-western studies than he has been prepared for by his university program. The same thing applies to the areas of economics, psychology, and sociology. In several cases this year, students had to be assigned to classes for which they had little preparation.

Mr. Pettijohn commented on how much direction the critic teachers desires from the Insite staff in dealing with the student teacher. He feels that teachers do like to be independent in how they work with student teachers and what they ask them to do, but the amount of direction given by the methods instructor is helpful, particularly for the critic teacher without much experience with student teachers.

Miss Josephine Spear, head of the English department at the University Schools, believes it is necessary that the methods teacher himself, rather than a teaching associate, be highly involved in the observation of student teachers as well as the methods instruction. This high involvement would allow the methods instructor to coordinate the methods work with student teaching. The coordination is not achieved so well when an intermediary is involved.

Miss Spear feels that one of the most important experiences a student can attain in a program, such as the acroclinical semester is involvement in curriculum planning on the long-range basis, in which he has an opportunity to "zero in" on a particular aspect of the program. In this way, the student gains a perspective of what that department is trying to accomplish and sees how his instruction fits in with a larger program. Miss Spear does not suggest that the student teacher has the time to spend a great many hours in curriculum committees, but this phase of his experiences probably should receive a great deal more attention than it typically does.

REPORT OF THE METHODS INSTRUCTORS

As mentioned in other sections of this report, a continuing problem related to methods instruction within the acroclinical semester is finding the extended periods of time in which the methods instructor can meet with the class during the early portion of the semester, in order to give enough methods instruction prior to the beginning of student teaching responsibilities. In the spring semester, this was made less of a problem for modern foreign language instruction in that Mrs. Viva Lynn was employed to teach the methods course. Mrs. Lynn was taking graduate courses but she did not have the other responsibilities that the other methods instructors had in the School of Education.

All of the methods teachers have, on various occasions, pointed out strengths derived from teaching methods in a setting in which the student is involved in student teaching itself. They feel that they are able to make the methods course more practically oriented, and all of them feel that classroom discussions in methods are made more meaningful by the fact that they are based on real student experiences rather than experiences the student may have some day in the future. It is particularly in the preparation of teaching units that the methods instructors feel their assignments are made more meaningful. If the student is going to teach that unit, the preparation of it within the methods setting is more meaningful to him.

It also should be pointed out that the methods instructors felt themselves under a great deal of pressure to hurry their instruction when teaching it in the acroclinical setting, as opposed to the regular setting in which they have a full semester to accomplish the task. In the fall semester the team attempted to complete most of the methods instruction during the first ten weeks of the semester. During the spring semester there was a five-week period in which the Insite student had no other responsibilities, as far as class work is concerned, other than methods. This concentration of five weeks was a definite advantage to the Insite student in that it allowed him to concentrate on methods, but it required the methods instructor to spend long periods of time in class and the usual complications of scheduling evolved.

AUDIO-VISUAL INSTRUCTION

One of the outstanding successes of the first acroclinical semester in secondary education in 1966-67 was the audio-visual instruction. Students were given approximately ten hours of formal instruction concerning basic practices and equipment for utilizing and producing audio-visual materials.

Perhaps one reason the audio-visual instruction was successful was that it contained skills and information which had immediate application to the job of student teaching. In other words, students were given instruction for which there was immediate use. During the course of both semesters, the staff was impressed with not only the quantity but the quality of audio-visual materials designed and produced by the Insite students. An example of this might be found in a series of transparencies to be used with the overhead projector in which a student of Russian portrayed, in cartoon-like figures, a trip through Moscow with each transparency containing a necessary Russian expression. Many other examples could be cited.

Mr. Breck Marion, employed to work with Insite students, was in charge of most of the instruction in the audio-visual portion of the semester and served as an assistant to Dr. Vern Brugger who is the audio-visual coordinator for University Schools. Both Mr. Marion and Dr. Brugger were available to answer individual student's questions concerning the availability or the utilization of various kinds of materials and were able to give specific help in operating equipment. This continuing follow-up of the instruction appears to be an essential element in making audio-visual instruction effective within the semester.

Instruction was given to large numbers of students at one time. In the first semester 52 students were present during the formal lectures. This meant that there were too many students for effective practice sessions. Consequently, during the second semester additional time was alloted to audio-visual instruction. Rather than ten hours of basic instruction, a total of 16 hours was made available and small group instruction was provided for and utilized. In addition, practice and work sessions were scheduled so that small groups of students were operating the 16 mm or the 8mm projector or the dry-mount press at any one time. The second semester seemed to be a distinct improvement over the first.

One area which was not given much attention, because it requires a great deal of time, was lettering. Various types of lettering styles and methods were demonstrated and some students made considerable use of them, but not enough time was given to lettering as a technique to make it an effective part of all the students' repertoire in preparing instructional materials.

A large room, J134, capable of housing the various kinds of projectors and equipment used in the instruction, and lots of table and work space was provided by Insite. The room also served as lounge and classroom for the acroclinical semester.

High contrast photography was made available on a volunteer basis to those students who wished to return to the University Schools in the evening to gain the instruction. Mr. Marion set up regular time periods in the evening when he would be in the photography laboratory and a number of students both semesters took advantage of this instruction.

CONTENT OF AUDIO-VISUAL INSTRUCTION

The instructional areas covered during the audio-visual training periods were as follows:

An Overview of AV

1. What is AV?
2. Why AV?
3. The role of the teacher
4. Teacher-made materials
5. Facilities and services at University School

Copyright Laws and Their Affect on the Teacher

Films

1. Steps in film usage
2. Evaluative criteria for selecting films
3. Contributions of films
4. Locating information about films
5. Operation of 8mm and 16mm motion picture projectors and portable screens
6. Practice session operating equipment

Visual Materials

1. Selection procedures
2. Utilizing still pictures and mounted visuals
3. Tearsheet files

Dry-Mounting

1. Materials - MT-5, Seal-lamin, chartex, Transpara-film
2. Demonstration of mounting techniques and procedures
3. Making duplicator masters and single copies
4. Practice session

Lettering

1. Demonstration of various types of lettering styles and methods
2. Practice - Letter-guide, Speedball

Ditto Machine

1. Making a good master
2. Operation of machine
   (Students operated machine to prepare materials to be distributed to the class.)
3. Making color transparencies

Tape Recorders

1. Operation of machine
2. Splicing
3. Utilizing the tape recorder in the classroom
4. Practice sessions on operation of machine

Projecting Visual Materials

1. Overhead projector
2. Opaque projector
3. Slide-filmstrip projector
4. Filmstrip previewer
5. Slide projector
6. Demonstrations of techniques used in operation of various projectors and correct projection practices
7. Practice session with each type of equipment

Transparencies - Practice sessions

1. Rubber cement lifting and mounting
2. Heat lifting
3. Photographic high contrast (optional)

MATERIALS AND EQUIPMENT AVAILABLE FOR INSITE STUDENTS

The materials and equipment made available to Insite students for use during the acroclinical semester were as follows: in the work-study class area (J134) were located:

Dry-mount press and tacking iron
Thermo-Fax machine
Paper cutter
Overhead projector
Speedball lettering kits
Rapido-Guide lettering kit
Materials for making graphic displays and for use with various equipment--acetate, mounting tissue, inks, pens, papers, etc.
Film catalog

In the office area (A192):

Ditto machine

In the audio-visual room, University Schools:

Tape recorders and tapes
8mm projectors
16mm projectors
Opaque projectors
Overhead projectors
Slide and filmstrip projectors
Paper cutters
Film catalogs
Photographic equipment
Portable viewing screens
Diazo machine
Primary typewriter

THE PRINCIPLES COURSE

An emphasis during the acroclinical semester is on performance objectives. Methods instructors and Insite students have worked diligently on improving the writing of objectives and putting them in terms which are clearly understandable both to themselves and to the pupils who are to learn within this set of objectives.

The principles course, consequently, presents an interesting problem. What performance is it we seek as the result of the instruction in principles? One of the major objectives of such a course in the principles of secondary education is to develop in the student a philosophy of secondary education under which he can operate effectively as a teacher. How does one assess this beginning in the development of a philosophy? Is it enough that he write it down? Its effectiveness can be tested only as he becomes a full-fledged teacher. The student can write down what it is concerning the philosophy that he feels the instructor wants to hear. Many other areas of the principles instruction present similar problems in defining objectives and testing for their attainment.

Two major sources are used within the instruction for the principles course. The first is a syllabus entitled "Our Professional Heritage" which was prepared by Dr. Harold G. Shane, university professor of education and Dr. R. Bruce McQuigg, associate coordinator for secondary education in the Insite Project. "Our Professional Heritage" brings to the student some of the most important information in the development of the American system of education. The following topics are outlined and lectures were conducted on these topics:

1. The Nature and Direction of Educational Goals in the United States.
2. Social Changes and Their Bearing on Education.
3. Historical Developments That Have Shaped Education's Professional Heritage.
4. Research Reports and Professional Writings That Have Influenced Education Since 1900.
5. Significant Developments Governing Education in the Past Decade.
6. International Dimensions of Education.
7. The School Curriculum.
8. Guidance Concepts at Work in the Classrooms.
9. The Teacher and His Profession.
10. The Direction and Organization of Education in the 1970's: Some Conjectures.
11. The Teacher and His Personal-Professional Values.
12. The "Capstone" Experience.

Supplementary materials were geared to the various topics and included the following:

1. A Glossary of Philosophical Terms That Appear in Educational Writings.

2. Significant Paperback Books Treating Social Change (with annotations).

3. An Annotated Inventory of Historically Important Schools and Educators Prior to 1900.

4. Selected list of Personages Associated with Early Achievements in American Education.

5. A Sampling of Personages Who Have Contributed to Educational Thought and Practice in the 20th Century.

6. Suggestions Regarding the Use of Educational Terminology.

7. Some Principles and Practices Inherent in the "New Education."

8. John Dewey as an Agent of Change in United States Education.

9. Research and Pedagogical Terms in Terms of Which the Student Should Clarify His Thinking.

10. The Federal Government in Education: Some Milestones on a Long Road.

11. Selected Bibliography: Caustic and Constructive Criticisms of Education.

12. Representative Magazine Articles Reflecting the Dynamics of the Current Decade. (Bibliography)

13. Diagrammatic Interpretations of the Organization of Certain European School Systems.

14. The Meaning of "Curriculum."

15. Diagrammatic Interpretations of Structure Content, and Issues in the Curriculum.

16. Grouping for Instruction: An Annotated List of 40 Grouping Schemes.

17. A Bibliography: Standard Curriculum References for Serious Students (with annotations).

18. A Basic Annotated List of Tests: Useful Tools for Guidance-Oriented Teachers.

19. Curriculum Reform for the 1970's (Goodlad Report).

20. What Is Your Reaction To These Episodes? Incidents for Evaluation.

21. Study-Review Questions for the Final Examination.

Students in the fall semester were impressed by the lectures given by Dr. Shane. His wealth of experience brings a great deal to these lectures and the students realized this. On the other hand, they were somewhat overwhelmed by the amount of material in the syllabus and by the amount of outside readings suggested to them.

The second major source of information in the principles course is the text for the course, Secondary Schools Today: Reading for Educators, by Frederick R. Smith and R. Bruce McQuigg. (Houghton-Mifflin Company, Boston, 1965.) During the first portion of principles in the fall semester, students read Part One, which focuses on the purposes of secondary schools; Part Two which focuses on the curriculum; and Part Four, which focuses on new patterns of instruction.

In addition to these readings, students did a series of reading cards which included reactions to books and articles that they had secured either from the library provided them in Room A192, which is described later, or the main University library.

The second portion of the principles instruction at the completion of the semester dealt less with "Our Professional Heritage" and more with problems facing the teaching profession. These problems included tort liability regarding teachers, a consideration of merit pay, the area of collective megotiations, the problem of religion and the schools, and the centers of controversy surrounding America's schools. In this connection they read Part Five of Smith and McQuigg, which focuses on the teacher and his profession, and Part Six, which focuses on the centers of controversy.

Students in the fall or Pilot Group indicated on their evaluations that they found the second portion of principles of more immediate concern to them than the discussion of "Our Professional Heritage" which was emphasized in the first portion. This observation is in keeping with what has been said in other sections of this report concerning the fact that students want the professional education work within such a program to have immediate bearing on their situation, but it is not to suggest that the material covered in "Our Professional Heritage" does not have long-range implications for the professional educator. In both semesters students were provided with a great amount of additional reading material. Some of this they were asked to read during the semester, but a great amount of it was given to them to start a personal library of educational materials which they will be using for a number of years to come. A listing of such materials is in the final portion of this section of the report.

In the spring semester, the principles course was organized around Secondary Schools Today more so than "Our Professional Heritage." Dr. Shane gave the lecture on comparative education in which he showed slides of schools he had visited around the world, but he did not give the series of

lectures on "Our Professional Heritage" because of other demands. The syllabus of "Our Professional Heritage" was used much more like a supplement to the course rather than the center of the course and students were given specific assignments within it.

The first portion of the principles instruction during the spring semester centered on the purposes of secondary schools, the curriculum as it reflects these purposes and the student.

Among films utilized were several in the National Education Televisions Series, America's Crisis, including the "Search for the Individual," "The Problems of Parents," "The Younger Generation," and the outstanding film, "Doomed for Failure," a film portraying the problems of the inner-city Negro youth.

The second portion of principles dealt with topics of tort liability, new patterns of instruction including team teaching, independent study, merit pay, religion and the schools, and the area of negotiations and teachers.

PROFESSIONAL LIBRARY ESTABLISHED

To facilitate reading in other books by Insite students, a small professional library consisting of over 60 titles was established in room A192. Students were able to check out books from the University Schools and many trips to the Central Library were saved in this way. Both groups expressed their appreciation for this additional convenience.

During the spring semester, students did outside readings which were structured for the principles course. They were asked to read a book concerning secondary education, which was more of a typical text, in order to see the facets of secondary education that the principles course could not include. An additional book was to be of a critical nature, and a third book was to be of an assessment not necessarily critical. The fourth book was to deal with exemplars or biography or autobiography of an outstanding person in education, and the fifth book was to have been more closely related with their particular subject area. Many of the students chose to read the Conant Report within this setting, since they had heard a great deal about it but had never read it. In addition to these books, students wrote reading cards dealing with five articles. One was specified and that was the special edition of the Phi Delta Kappan for January, 1967, which was entitled "Big Business Discovers the Education Market."

STUDENT REACTIONS

Students want their professional education course work to be of immediate concern and applicability. Some topics within the principles course deal primarily with a formation of a philosophy. As important as that formation may be, it is not of great concern to the student who is confronted with the task of succeeding in an immediate test: student teaching.

One if faced, therefore, with the task of relating the principles work as closely as possible to student teaching and methodology, but keeping in mind (and trying to make this clear to students) that there is a long-range reason for consideration of the objectives of secondary education and how the formation of a working philosophy will enable the secondary teacher to make intelligent decisions in his teaching role.

Certainly it is easier to appeal to students' interest in areas such as negotiations and strikes. Current publicity given these concerns in the press simplifies the instructors role in securing their interest. But the performance objectives for such instruction are not too easy to state.

MAJOR STRENGTHS

As indicated in a previous section, one of the major strengths of the program lies in securing the cooperation of the methods instructor and the department head. This accomplishes several things. First, it provides an opportunity for the methods instructor to become much more knowledgeable about the program at the University Schools in his department. This is not to suggest that the methods instructors in the School of Education have ignored this phase of the university's program, but again it is a matter of time required to go to the University Schools, visit classes, and talk to the department head. There were many things for the department head and methods teacher to do jointly, such as (1) assign students to critic teachers, (2) plan the observation, participation, and bit teaching schedules, and (3) play a role in the evaluation of student teaching performance. Already mentioned is the fact that in the case of modern foreign language, the department head assisted in the grading of tapes in French, in the grading of French vocabulary drills prepared by the students, and in explaining the operation of the language laboratory at the University Schools to the Insite students. Many other examples could be cited.

In science, Dr. Winslow, the department head, conducted "little department meetings" in which he met with all of the student teachers in the Insite program in the science department on a regular basis just as he would meet with his regular teachers.

The extended period of time in which the Insite student is in the University Schools has already been mentioned as a major strength of the program. This "extended time" refers to both the day and the semester. Why this extended period of time is a major strength can be illustrated

in several areas. One has to do with the Instructional Materials Center. In the acroclinical semester, the student is in school long enough to become well acquainted with the operation of the Instructional Materials Center and the library. He has the time, particularly in the early portion of the semester, to go to the library and discuss what materials are available and to secure materials which he will need later when he is teaching. In this regard, it should be mentioned that Miss Marion Armstrong, the librarian at the University Schools, has been extremely helpful to the Insite students. She feels that the library is an important part of the total program and consequently does whatever is required to make it a useable element for the student teacher.

The foregoing also applies as previously indicated, to the Audio-Visual Materials Center. Dr. Brugger, director of audio-visual services, and Breck Marion, his assistant, employed by Insite, were extremely helpful to each Insite student in securing, preparing, and operating the various phases of the audio-visual program.

STUDENT REACTIONS

Students pointed out the following major strengths:

1. Combination and coordination of student teaching, methods, principles, and AV instruction.

2. Closeness of Insite students; opportunity to share problems.

3. The extended period of time to do student teaching.

4. Help and encouragement from the staff.

5. Simulation experience.

The following weaknesses were emphasized:

1. Lack of communication between various staff members.

2. Having more than one student assigned to a critic teacher.

3. The many responsibilities placed upon the student.

Students felt they were best prepared to begin teaching in their ability to write lesson and unit plans, evaluating student performance, using AV and other resources. They felt less well prepared in discipline matters.

The AV instruction was deemed as very effective, as was the Capstone, videotaping, and student teaching generally. Less emphatic were their reactions to methods classes and the principles course (other than the areas of immediate concern to them).

CUMULATIVE RECORDS

Twenty-five students from a large city high school in Indiana are represented by their cumulative records. The records include some additional correspondence concerning the student and his parents that might not otherwise appear in the cumulative records. These records were carefully selected from a large number acquired through the cooperation of this large city school. Twenty copies of each cumulative record and the materials therein were prepared and were housed in the work-study classroom (J134) during the acroclinical semesters. A study guide including possible questions a student might wish to ask or to find out about each of the students was prepared.

One of the reasons for using these records as a "simulated class" is that at the University Schools Insite students have very few occasions to work with some of the minority groups represented in the large city high school. The "simulated class" is made up of Negro students, students from disadvantaged homes, students with extensive police records and juvenile court records, and students who are over-achievers when one looks at their family background and its socio-economic level. In addition, it consists of students who are under-achievers and potential drop-outs. Many of them have been involved in serious discipline cases.

During the first semester, very little time was available to make use of the cumulative records. Students were encouraged to study them when they had the opportunity and to employ the guide, but no required work with the records was scheduled except for several case conferences concerning individual students during the principles instruction. Six or seven Insite students were put into a single group and they discussed the high school student involved in a particular cumulative record. This method of dealing with the cumulative record takes a great deal of class time since a case conference cannot be held quickly but must be allowed time to develop additional questions concerning the high school pupil.

During the second semester, students were required to make careful study of twelve of the 25 available folders. They were given questions to answer to get them started exploring each case, and they handed in written reports on twelve. Some of the Insite students profited from this experience a great deal, according to their evaluation forms. Many others felt that they learned something about the inadequacies of cumulative records and would have profited more from the experiences had class time been scheduled to allow them to discuss the pupils and exchange ideas about them with other students and with the instructor. This observer concurs with this observation. The use of the cumulative records should not be left to independent study; it should include group discussions and class discussions concerning the pupils' record.

Insite students' comments that the cumulative records were incomplete are interesting. The fact of the matter is that the records are "less incomplete" than they were originally. In other words, the records have been improved in that more information concerning the student is available than was the case when the cumulative record was first received. Since the large high school was selected on the basis of its having an active guidance

department, the fact seems to be that cumulative records are often incomplete and sketchy in their information about the pupil. Therefore, if the Insite student learns something from this experience it might be that cumulative records are too often sketchy and incomplete and that the classroom teacher has a responsibility to add to the cumulative record that information which he feels can be of help to the teacher in later years.

A pamphlet entitled "Information Related to Testing" was prepared in the fall to accompany the cumulative records. Information on the California Test of Mental Maturity, the Stanford Achievement Tests, the Iowa Tests of Educational Development, the Cooperative School and College Ability Tests, the Gates Reading Survey, the California Achievement Tests, the Pintner General Ability Tests, plus the Wechsler Intelligence Scale for Children was included in this pamphlet. Work with the "simulated class" pointed out specifically that our Insite students, in order to make effective use and interpretation of test data and other information in the cumulative record, will need more study and help with testing in an actual school operation.

PLANS FOR THE FURTHER USE OF THE SIMULATED CLASS

The cumulative records offer a rich body of experiences for prospective teachers. This observer knows of no other set of cumulative records of high school students available on this campus. Consequently, more should be done utilizing them as a "simulated class." As previously mentioned, however, it requires a great deal of class time to organize the case conferences, to do the role playing, to do the modification of assignments or instruction for the students represented in the class that is required. Next year students in the acroclinical semester will work with just six of these cases. During the summer the six will be selected, more information on the student will be made available (if it is obtainable) and group discussions and case conferences will be scheduled as a part of the acroclinical semester.

ORGANIZATION AND SCHEDULES

In the fall semester, the first run-through of the acroclinical semester, the plans attempted to interweave and coordinate all of the phases of the semester. This meant that after the orientation to the semester, students were involved in the principles class, in the methods class, and in participation and observation all at the same time. In theory, this is perhaps the way that the semester should be handled. It was, however, made extremely clear by students and faculty alike that the number of responsibilities is confusing to the student. Having the student go from the

classroom, back to principles, over to methods, and back to the classroom also makes it difficult for the student to gain much of a picture of either the total day's program or the total week's program in the University Schools. During the fall semester, for example, principles instruction beginning early in September went well into November before the examination was given. By this time the student had taken on a number of responsibilities including the teaching of several classes. The examination in principles was an interruption rather than an important component to the program.

In the spring semester, a variation of the previous semester's schedule was put into effect. During the first week, the student had a brief orientation to the University Schools, including addresses by the senior high school principal and the director of the University Schools, and principles instruction was begun. This instruction in principles was given for full days for a week and a half. Very few meetings within the special methods classes were scheduled during this period. At the end of this week and a half similar long periods of instruction and practice concerning the audio-visual equipment and materials were scheduled. This allowed the student to concentrate first on the principles course and then on the audio-visual instruction.

The next five weeks the student was able to concentrate on methods instruction. Following this period of instruction, he had eight weeks in which he could concentrate on student teaching and all of its responsibilities. During this time the methods instructors met with their special methods groups on a weekly basis. This weekly meeting was not a continuation of the regular methods instruction; it was more of a seminar which evolved from the problems faced by the students during student teaching. It was an attempt to keep the student teacher in touch with the methods instructor throughout his teaching experience, as well as keeping the methods teacher better informed as to what was happening to the student in student teaching. Upon completion of an eight-week period of student teaching, the student began half-day sessions back in the principles course. The topics discussed during this phase of the principles instruction were those of immediate importance to the beginning teacher and, as described in the section of this report dealing with principles, were designed to capitalize on the fact that the student had had a considerable number of weeks of experience working with the faculty in a real school. Having the student return for half-days and remaining in his high school classroom half-days was a means of gradually removing him from the student teaching experience, rather than having him make an abrupt ending to these full responsibilities.

It should be pointed out that the University Schools remained in session until June 9, which was a later date than the University schedules its final examinations and begins intersession. It was necessary to have the Insite students complete their work at the University Schools by Friday, June 2. Since the last week of this semester in which the Insite students were present at the University Schools contained a Memorial Day holiday on Tuesday, and final examinations at the University had begun the previous Saturday, the last week was difficult to schedule. It was decided that the Capstone Experience should be condensed into Wednesday,

Thursday, and Friday of this last week for the entire group, and the section on the Capstone shows that this proved to be disadvantageous for the effectiveness of the Capstone work.

At the end of the fall semester, the Insite students' responsibilities at the University Schools coincided with the end of the semester at the University. In some ways it was easier in this case to phase the students out of student teaching responsibilities and finish up the principles and Capstone work than it proved to be in the spring.

Whatever the strengths, weaknesses, and inconveniences of the two semesters' schedules may be, the staff and this observer feel that the students prefer the kind of schedule employed in the spring, in which the principles instruction is followed by audio-visual instruction, by a five-week period in which the student can concentrate on methods, and by an eight-week period in which he can concentrate on student teaching. This schedule did alleviate some of the problems involved in divided responsibilities.

STATISTICS INSTRUCTION

The planning teams for the secondary acroclinical semester agreed that some basic statistics instruction should be included in the program. One of the reasons for its being taught to the total group outside of the special methods setting is that some methods teachers have little or no interest in working with statistical instruction. Consequently, Dr. Jerry McIntosh, who taught the special methods section in mathematics, was asked to teach the entire group the basic statistics material both semesters.

The instruction consisted of a study of the measures of central tendency and the measures of variability. Students worked with both grouped and ungrouped data and learned to compute standard deviation, z scores, and some considerations of coefficient of correlations.

In the fall semester approximately four hours of instruction was available for statistics. This was increased in the spring to six hours of instruction, including an hour for the examination. Also in the spring students were given a copy of the tests and measurement kit prepared by the Evaluation and Advisory Service of Educational Testing Service.

This basic statistics instruction within the acroclinical semester presents an interesting challenge. Some students have had considerable work in statistics, in sociology, psychology, and mathematics. Others have had no work in statistics and, in fact, have had no work in mathematics

since they were in high school. Consequently, this basic instruction is repetitious for some students and extremely difficult for others. Students see little use for such statistics information during student teaching. The classroom teachers more often than not employ little statistical treatment of test scores and rarely does a student teacher have a group large enough to make good use of grouped data, measures of central tendency, and measures of variability.

Perhaps the answer to what to do about statistics within the acroclinical setting will be found in a programmed statistics course which will allow for students who have had the instruction to test out more rapidly and will allow the students with little or no statistics background to work for it a longer period of time.

Whatever the case, student evaluations expressed dissatisfaction with the way statistics was presented within the acroclinical semester. This may be a reflection that statistics is not a "popular" course for prospective teachers.

During the spring semester, Dr. McIntosh and Mr. Donald Buckeye, his teaching associate, offered students the opportunity to get help from Mr. Buckeye on a test that they would be giving within their classes, an opportunity to give the test to one section, to have help in doing an item analysis on the test, to give the improved test to another section, and to check the results with Mr. Buckeye. This obviously was more than the student teacher was able to prepare for or to work into his schedule, since very few students participated in this activity.

VIDEO TAPING

During both semesters student teachers were videotaped for 15 to 20 minutes while teaching a junior or senior high class. Almost unanimous approval of this activity was voiced by the Insite students. In almost every case it was the first opportunity they had had to watch a video tape of themselves in action. The tape was made during a portion of one of their sections for that day and was replayed after school the same day whenever possible. (Research indicates that an immediate playback is far more effective than a delayed playback.)

Students taught in room A192 while the video tape was recorded (the camera is in the room, the recorder itself is in the Radio and Television Building, one mile away.) Students brought their classes to A192 rather than to disrupt another teacher's class in one of the other origination rooms.

On their evaluation forms, many of the students suggested that more than one taping be done. In fact, some of them suggested that they would liked to have been taped as many as three times. This observer concurs, and this points out a rather unfortunate thing about the video tape and closed circuit television facilities at the University Schools. The video tape recorder itself is located in the Radio and Television Building, not in the University Schools. The video tape recorder is not always available, since there are many other demands on its time. Both elementary and secondary teachers were being videotaped as well as a few other methods classes, some guidance counselors, and other people within the University Schools setting. Therefore, the taping had to be done at a time when the recorder was available, the cameras were available, and the student was actually teaching. It is not easily coordinated but the Insite program received excellent cooperation from Mr. Richard Mann, television coordinator at the University Schools.

What is really needed is a portable video tape recorder. It is not necessary to have a broadcast quality picture, nor is it necessary to have the tape be of the large size which can be viewed only on large monitors. Portable video tape recorders would allow much more flexibility and a much more immediate playback for our student teachers. Several video tapings could be accomplished for each student if such portable video tape recorders were available.

STUDENT REACTIONS

Students were unanimous in their appraisal of video tapings as a worthwhile experience for the first time. Most were surprised to find they did not sound or appear as enthusiastic about the day's lesson as they had thought. The lack of variety in speaking (pace, expression, emphasis) and in moving (from the board, to the desk, into the seating area) was made clear to them.

STUDENT TEACHING

Student teaching is the one phase of teacher education which is acclaimed as essential. The acroclinical semester, since it provides for the college student to be present at the University Schools nearly all day and all semester, allows for a great many hours of student teaching.

A concerted effort has been made to move the student into student teaching through a series of steps each requiring an increased responsibility. He observes before he assists; he participates on a limited

scale before he takes over a class. This is discussed elsewhere in the report.

There is a variety of techniques in working with a student teacher, and a wide range was found among supervising teachers at University Schools.

SUMMARIES OF EVALUATION

An attempt was made to develop an evaluation form which was specific and detailed to be used by the critic teacher in evaluating the performance of his student teacher, rather than the somewhat general kind of evaluation form used in the regular student teaching program. The critic rated the student teacher on six categories: establishing classroom climate, planning for instruction, managing instruction, command of subject and teaching materials, personal qualities, and professional qualities. In this report the mean rating for the five subject area groups will be given for each of these six categories for both the Pilot Group and Insite I. A copy of the evaluation form is included in this report so that the reader can see the various categories under each of the six major classifications. Step "1" indicates an unsatisfactory level of performance. Step "2" means that considerable help would be needed. Step "3" denotes adequate preparation or adequate level of performance. Step "4" indicates a performance considerably better than expected. Step "5" means a performance or high level of preparation rarely seen.

For the Pilot Group in the fall the following averages were compiled from a tabulation of all of the evaluation sheets:

	Teaching Area				
	English	Foreign Language	Math	Science	Social Studies
Classroom Climate	3.7	3.9	3.5	3.7	3.4
Planning	3.7	3.8	3.4	3.9	3.4
Managing Classroom Instruction	3.6	3.8	3.4	3.8	3.3
Command of Subject Matter	3.8	3.7	3.6	4.0	3.4
Personal Qualities	4.0	4.3	3.2	4.1	3.7
Professional Qualities	3.9	4.3	3.4	4.0	3.9
Over-all Average	3.8	4.0	3.5	3.9	3.5

In the spring the following ratings were computed from a tabulation of the evaluation forms:

	Teaching Area				
	English	Foreign Language	Math	Science	Social Studies
Classroom Climate	3.5	3.7	4.1	3.9	3.5
Planning	3.8	3.6	4.0	3.8	3.4
Managing Classroom Instruction	3.5	3.6	4.2	3.7	3.3
Command of Subject Matter	3.9	3.8	4.1	3.7	3.4
Personal Qualities	3.8	3.9	4.2	3.9	3.7
Professional Qualities	3.7	3.8	4.3	4.0	3.5
Over-all Average	3.7	3.8	4.2	3.8	3.5

The following is the over-all average of all the rated items for both the Pilot Group and Insite I.

PILOT GROUP	
English	3.8
Foreign Language ...	4.0
Mathematics	3.5
Science	3.9
Social Studies	3.5
Over-all Average ...	3.7

INSITE I	
English	3.7
Foreign Language ...	3.8
Mathematics	4.2
Science	3.8
Social Studies	3.5
Over-all Average ...	3.8

Evaluation of student teachers is a continuing problem in teacher education. Few schools are satisfied with their evaluative instruments and revise them frequently. Insite is no exception. The criteria employed are difficult to state briefly. The form currently used is long, but the planners felt the more general categories sometimes used are less satisfactory.

Data concerning the number of hours of student teaching appear in the section concerning Experience Summary Records.

FINAL

INSITE

STUDENT TEACHING EVALUATION

Student _____

Subject areas taught _____

Key to marking: Circle one number for each item according to the numerical scale below. 1 is the low end, and 5 is the high end.

Complete this section after marking the remaining items.

1. Performed unsatisfactorily in student teaching.
2. Below average performance.
3. Adequately prepared to begin teaching.
4. Better than most student teachers.
5. A performance rarely seen in student teachers. Outstanding.

Note: Since "student" has been used throughout the program to refer to "college student" and "student teacher," "pupil" is used herein in referring to junior and senior high school "pupils."

VERY IMPORTANT: A circle in the "Insufficient Evidence"(Ins. Ev.) column should not be considered to have a negative value. The narrative on page 6 is very important. It usually is read carefully by prospective employers.

I. ESTABLISHING CLASSROOM CLIMATE

A. Cooperative Participation	LOW				HIGH	
1. Handles discipline problems effectively, adjusting appropriately to classroom situation.....	1	2	3	4	5	Ins.Ev.
2. Is fair and just with all pupils.....	1	2	3	4	5	Ins.Ev.
3. Provides for group discussion and pupil participation. Involves pupils in appropriate decision-making situations.....	1	2	3	4	5	Ins.Ev.

B. Well-directed, Purposeful Activities

1. Moves to specific learning activities as group shows readiness, pacing activities so that interest lag among pupils is minimized..... 1 2 3 4 5 Ins.Ev.

2. Uses methods designed to reach and maintain attention of pupils..... 1 2 3 4 5 Ins.Ev.

C. Attention to Physical Facilities

1. Insofar as they are within his control, arranges and provides for facilities in the classroom conducive to optimum learning.... 1 2 3 4 5 Ins.Ev.

2. Considers and attends to factors related to pupil safety and comfort..... 1 2 3 4 5 Ins.Ev.

3. Takes good <u>care</u> of materials and facilities..... 1 2 3 4 5 Ins.Ev.

II. PLANNING FOR INSTRUCTION

A. Student Teaching Planning

1. Shows evidence of systematized reading, study and preparation in gathering information for his teaching plans..... 1 2 3 4 5 Ins.Ev.

2. Recognizes appropriate use of textbooks, selecting appropriate teaching materials and has them available for immediate use... 1 2 3 4 5 Ins.Ev.

3. His plans for short-term (daily) and long-term (unit or project) work are thoroughly made..... 1 2 3 4 5 Ins.Ev.

4. Reveals a wide variety of teaching techniques in his lesson and unit <u>planning</u>..... 1 2 3 4 5 Ins.Ev.

5. Shows progress in utilizing performance objectives..... 1 2 3 4 5 Ins.Ev.

B. Evaluation Techniques

1. Recognizes individual differences in evaluating pupil performance..... 1 2 3 4 5 Ins.Ev.

2. Uses a wide variety of procedures for appraising pupil achievement..... 1 2 3 4 5 Ins.Ev.

3. Evaluates in terms of the purposes of the subject taught..... 1 2 3 4 5 Ins.Ev.

III. MANAGING INSTRUCTION

A. Teaching Performance

1. Makes assignments so that pupils clearly understand what is to be done and why it is to be done..... 1 2 3 4 5 Ins.Ev.

2. Uses a variety of teaching techniques, including appropriate audio-visual aids and supplementary materials..... 1 2 3 4 5 Ins.Ev.

3. Explains logically; uses types of reasoning appropriate to pupil level..... 1 2 3 4 5 Ins.Ev.

4. Develops a questioning attitude and intellectual curiosity in pupils..... 1 2 3 4 5 Ins.Ev.

5. Develops effective processes or problem solving and critical thinking on the part of the pupils..... 1 2 3 4 5 Ins.Ev.

B. Understanding Pupils

1. Maintains a reasonable level of expectation from pupils..... 1 2 3 4 5 Ins.Ev.

2. Works effectively with pupils in small groups..... 1 2 3 4 5 Ins.Ev.

3. Works effectively with pupils in large groups (entire class)..... 1 2 3 4 5 Ins.Ev.

4. Evidences awareness of interest and attention span of pupils..... 1 2 3 4 5 Ins.Ev.

5. Recognizes the need for re-training at appropriate intervals..... 1 2 3 4 5 Ins.Ev.

C. Flexibility

1. Deals appropriately with unexpected situations as they develop, using spontaneous situations to achieve aims..... 1 2 3 4 5 Ins.Ev.

IV. COMMAND OF SUBJECT AND TEACHING MATERIALS

A. Knowledge of Subject(s)

1. Is ably prepared in the subjects and/or grades he is assigned to teach..... 1 2 3 4 5 Ins.Ev.

2. Has shown persistence in seeking added information and knowledge from many sources in his teaching, has sought help and suggestions from specialists and consultants in subject areas where needed..... 1 2 3 4 5 Ins.Ev.

3. Has knowledge of a variety of teaching materials in his subject and/or grade..... 1 2 3 4 5 Ins.Ev.

4. Is able to relate his area of knowledge to other areas of knowledge..... 1 2 3 4 5 Ins.Ev.

V. PERSONAL QUALITIES

A. Physical Health

1. Possesses adequate stamina for the profession of teaching..... 1 2 3 4 5 Ins.Ev.

2. Shows physical vitality and enthusiasm..... 1 2 3 4 5 Ins.Ev.

B. Mental Health

1. Appears to be emotionally stable..... 1 2 3 4 5 Ins.Ev.

2. Favors flexibility rather than rigidity in thought and behavior patterns..... 1 2 3 4 5 Ins.Ev.

3. Has an appropriate and attractive sense of humor..... 1 2 3 4 5 Ins.Ev.

C. Personal Appearance

1. Dresses suitably..... 1 2 3 4 5 Ins.Ev.

2. Generally neat and well groomed..... 1 2 3 4 5 Ins.Ev.

D. Dependability

1. Arrives for appointments on time..... 1 2 3 4 5 Ins.Ev.

2. Carries out all tasks effectively and on time..... 1 2 3 4 5 Ins.Ev.

3. Can be trusted..... 1 2 3 4 5 Ins.Ev.

E. Attitudes

1. Accepts and profits from constructive criticism..... 1 2 3 4 5 Ins.Ev.

2. Demonstrates ability for self-evaluation... 1 2 3 4 5 Ins.Ev.

3. Reveals genuine interest in pupils..... 1 2 3 4 5 Ins.Ev.

4. Responds with sensitivity to feelings and needs of others..... 1 2 3 4 5 Ins.Ev.

F. Voice and Language

1. Adjusts voice appropriately to the instructional situation..... 1 2 3 4 5 Ins.Ev.

2. Uses spoken language correctly and effectively..... 1 2 3 4 5 Ins.Ev.

3. Writes effectively and legibly..... 1 2 3 4 5 Ins.Ev.

4. Spells correctly..... 1 2 3 4 5 Ins.Ev.

VI. PROFESSIONAL QUALITIES

A. Working Relationships

1. Relates with staff members in a comfortable manner..... 1 2 3 4 5 Ins.Ev.

2. Seeks and uses suggestions from staff and administration..... 1 2 3 4 5 Ins.Ev.

3. Tends to administrative matters, (tardy slips, pass slips, attendance, etc.,) efficiently..... 1 2 3 4 5 Ins.Ev.

B. Initiative

1. Participates willingly in school and faculty activities..... 1 2 3 4 5 Ins.Ev.

2. Seeks opportunity to assume responsibility. 1 2 3 4 5 Ins.Ev.

3. Shows interest in and helps supervise pupils in extra-class activities..... 1 2 3 4 5 Ins.Ev.

C. Interest

1. Shows persistence in completion of tasks... 1 2 3 4 5 Ins.Ev.

2. Indicates a sincere enthusiasm for the job. 1 2 3 4 5 Ins.Ev.

COMMENTS: On the reverse, write an evaluative narrative describing the work of your student teacher. THIS IS VERY IMPORTANT, AS IT USUALLY IS READ CAREFULLY BY PROSPECTIVE EMPLOYERS.

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DOCTORAL STUDY INVOLVING INSITE STUDENT TEACHERS

John Robert Cockrum conducted a doctoral study during the spring semester in which he analyzed the classroom interaction in classes taught by Insite students in social science and science. Flanders' system of determining indirect-direct ratios (I/D) was used. Each student was interviewed to attempt to assess what reasons he perceived as important in determining how much interaction he was able to bring about.

The study showed that students become increasingly indirect as they gain experience. Perhaps more significant is that students were able to achieve interaction as they planned for it. This conclusion supports the emphasis given proper planning throughout the semester.

Cockrum's study concludes that Flanders' system can be used effectively to make student teachers aware of the amount of interaction they achieve in their classes. A system similar to Flanders' will be used during the 1967-68 academic year in the secondary acroclinical semester.

STUDENT REACTIONS

Student evaluations of the semester clearly indicated that the student teaching portion was of great importance. Students liked the responsibility placed on them for the conduct of many classes. They wanted their critic teacher to be more of a critic, to give more specific suggestions for change, and to be less hesitant about pointing out weaknesses. This information has been given to the teachers at University School.

OBSERVATION PLANS AND SCHEDULES

Observation within the acroclinical semester has several different purposes. The first purpose is to become well acquainted with the instructional program as it is carried out within the critic teacher's classroom. This is, after all, the place in which most of the teaching will be done by the student teacher later in the semester. A second purpose involves becoming acquainted with the work of the entire department to enable the student teacher to place the work he is doing into some kind of perspective concerning the subject area within the University Schools. A third purpose is to watch experienced teachers in action in the various subject areas in order to get ideas as to what works and what doesn't work so well within the University Schools setting.

During both semesters students pointed out the fact that after the semester was over they wished they had had more opportunity to observe classes in their minor teaching area and in other subjects with which they are not so familiar. They stayed with the critic teacher during most of their observation because they were anxious to learn as much from their critic teacher as possible, and also they wanted to please that critic teacher.

After a number of observations, the student moved into a phase in which he was encouraged to participate. This participation ranged all the way from presenting a small portion of the lesson, assisting in handing out or picking up student assignments, arranging the room, preparing bulletin boards, and many other activities. The idea was to get him involved as an active participant in the room before he was called upon to conduct much of the instruction itself. This allowed him to become more comfortable in his surroundings as well as getting the University Schools students used to having him around. The next phase was called, for lack of a better term, "bit teaching." During this phase, he had adequate time to prepare small portions of the lesson. For example, in foreign language, he conducted a five-minute drill on a given day. Here again, he was given the opportunity to be in front of the class to work with material he had very well in mind for short periods of time before he was called upon to prepare and present an entire lesson or entire unit.

This gradual induction into student teaching is important to the success of the program. One of the real disadvantages for many student teachers in the regular student teaching program is the fact that they observe for one or two or three days and then take on a full load of responsibility, perhaps even five classes a day for the rest of their student teaching experience. Having a student in the high school setting for the full semester rather than the eight-week period allows a gradual induction and a gradual increase in his responsibilities that make his student teaching much more likely to be successful. Naturally, there was a great deal of variation in the way this induction was handled, but the methods teachers and department heads did an effective job of scheduling observation participation and bit teaching with the classroom teachers in their department. This gave the classroom teacher, serving as a critic, much more of an idea of how to gradually induct the student and gradually increase his responsibilities.

This induction process was aided considerably by the Insite students' instruction in audio-visual materials and equipment. One of the things he could provide for the teacher during the participation and bit teaching phase was assistance with audio-visual materials and equipment. His ability to prepare transparencies, charts, and to secure the various kinds of AV equipment gave him something to do which was of real assistance to the teacher.

EXPERIENCE SUMMARY RECORDS

Students in both acroclinical semesters kept detailed accounts of their activities. These were under three major categories: (1) teaching activities; (2) observation activities; (3) in-class activities. The

experience summaries showed one very clear item. During the acroclinical semester, there is ample opportunity for most students to teach, to observe, and to attend classes. As an example of this, the following figures show the number of actual class hours during which the student teacher assumed charge of the complete group:

	Fall	Spring
English	95	142
Foreign Language ...	66.9	66
Mathematics	80	143
Science	70	179
Social Studies	96.9	139

The over-all average for all of the students in the spring group was 124.3 hours of assuming charge of the complete group. In the fall, it was 83.3 hours. The reader may wish to compare this figure with the usual minimum or required number of 60 hours.

Assuming charge of the complete group, however, is just part of the story concerned with teaching activities. This total category is made up of the following sub-headings:

Assuming Charge of the Complete Group
Assuming Charge of Smaller Groups of Students
Assisting an Individual Student
Assisting in the Class
Preparing Materials, Tests, Quizzes, and Lab Materials
Assisting with Co-curricular Activities
Conferring with the Co-operating Teacher About Teacher Plans

For this larger category, the students accumulated the following number of hours:

	Fall	Spring
English.....	246.8	230
Foreign Language.....	199.1	122.9
Mathematics.....	153	191.8
Science.....	154	205.7
Social Studies.....	201.8	200.3

This reveals an over-all average of 197.5 hours in the fall and 182.3 hours in the spring devoted to teaching activities of various kinds. These totals of all teaching activities are the more important figures, since much of the teaching the student does within the semester does not require his being in charge of the complete group.

A second major category of the experience summaries is Observation Activities. Included in this figure is observation of the supervising teacher or teachers, of other teachers in a major or minor area, of any other teachers, of extra-class activities of any kind including faculty meetings, clubs, PTA, athletic events, and lastly, attending departmental

meetings. Students within the various subject areas accumulated the following number of hours for the total classification, Observation Activities:

	Fall	Spring
English.....	68.7	93.9
Foreign Language....	71.7	76.8
Mathematics.....	65.4	92.5
Science.....	93.1	101.9
Social Studies.....	65.6	63.0

The above reveals an average of 74.9 hours of Observation Activities for the Pilot Group in the fall and 75 hours of Observation Activities for the Insite I group in the spring.

MAJOR PROBLEMS

Both semesters illustrated a continuing problem regarding staffing for the acroclinical semester at the secondary level. Since students in secondary take the one special methods course, it requires that five separate methods teachers be employed to teach each section of methods within the acroclinical semester. Since these methods teachers, almost without exception, had other schedules to meet at the School of Education, they were rarely able to spend an extended period of time in the University Schools setting. This extended period of time appears to be an essential factor in the teaching of methods within the acroclinical semester.

In order to modify the methods instruction on the basis of what the student is doing in observation, bit teaching, and student teaching, the methods teacher must be intimately aware of these activities. This requires a great deal of time. In order to be this aware he must consult with the department head, with critic teachers, with the students in his class in addition to observing the students in his class as they operate within the classroom. Observation of students participating in the various areas of the junior and senior high school requires a great deal of time. One can use an entire morning and perhaps see three or four student teachers at work in the classroom. It is a simple fact that the methods teacher rarely has this kind of time available to him.

Similarly, the attainment of coordination necessary between the department heads and the methods teachers requires a great deal of time. This time was sometimes used in meetings of the entire group. But it is rather in meetings between the two individuals involved--that is, the

special methods teacher and the department head of the related department at the University Schools--that the real work is accomplished.

There is a built-in resistance on the part of students to anything which "interferes" with student teaching. All the way through their professional program they have been convinced that student teaching, after all, is the most important phase of their undergraduate work. Consequently, even though students appreciate the combination of methods, principles, and student teaching in the acroclinical semester (and most of them point this out in their evaluation of the semester), the fact remains that once they begin student teaching, any other activity is interpreted as an interruption of that major activity rather than an acceptable coordinated phase which is designed to make the student teaching experience even more valuable.

This observer feels that there is no remedy for this. We have perhaps been guilty of making student teaching less of a learning experience than it should be. Students often interpret this phase of the program as a test rather than a continuation of preparation for teaching. They do not feel that student teaching is an activity in which they are encouraged to make mistakes by trying different approaches. The one exception to this seems to be in the use of media. Both groups proved their willingness to employ varied media, but they kept on the "safe track" for much of what they did in student teaching. Fortunately, there were some exceptions to this, just as there are exceptions to most of the conclusions reached about the acroclinical semester.

A continuing problem is found in the area of flexibility. On paper, the concept of making the program flexible by varying the time, by varying the setting, by varying the group, and by varying the activity looks fine. In practice, however, it became very clear that students resist varying these factors in their program. Once they are committed to a classroom as a student teacher, it is difficult to get their attention on any other activity. This is in keeping with previous remarks which indicate that student teaching is the most important part of the semester for the student. After three years of attending college classes on a fairly routine schedule of meeting times and coming from high schools where there seems to be little departure from the regular schedule of meeting five days a week, the Insite student did not seem to respond positively to our attempts to vary the length of instruction or the activities in which he was to be involved.

Another problem, if indeed it is a problem, is concerned with the fact that the student teacher goes into a classroom in which much of the procedure, much of the way of operating, is already set. He is not, in many cases, a free agent. He wants to please his critic teacher. It is a strong student teacher who will vary a great deal from the pattern already established by the critic teacher, unless the critic teacher is sure enough of his own stature and method of operating within the classroom to encourage the student teacher to depart from the routine. The student teacher is perhaps limited to seeing too few different styles of teaching, though he is able to observe a number of different teachers early in the semester. After he is committed to a class situation, he is quite limited

in the time or the incentive to do a great deal of additional observations. Perhaps after he has taught, he should observe other teaching styles and other teachers, but as indicated earlier, he will resist being taken from this classroom situation in order to do observations.

As indicated earlier, the student teacher is most likely to be extremely conscientious about preparing his lessons. This means that any "free period" that he has will be devoted to preparation of class presentations he is to make. The point of this is that it is not merely a question of assigning him observations to do during free periods because, for all practical purposes, he allows himself no "free" periods.

The classroom teacher who serves as a critic plays a crucial role in the acroclinical semester's success. There are some ways of improving the supervision of student teachers. Perhaps meetings should be scheduled in which the classroom teachers are given some help in working with student teachers. This is particularly true, of course, of teachers who are rather new to teaching or have not had student teachers in the past. This area of concern is another which fits the "easier said than done" category. Prior to the beginning of the acroclinical semester in the fall, teachers at the University Schools had their day changed from four classes to five, leaving one preparation period. Classroom teachers at the University Schools have many other responsibilities, including committees, extracurricular activities, and in many cases university classes. This means that they do not have a great deal of time to devote to meetings concerning the supervision of student teachers, just as many of them did not have time to have extended conferences with their student teachers. There were some notable exceptions to this rule. The Insite staff was impressed with the dedication shown by some of the classroom teachers in working with their student teachers. But if a classroom teacher has two and even more students assigned to him, he simply does not have time to sit down on a one-to-one basis with that student teacher as often as everyone, particularly the student teacher, would like.

A most difficult problem concerns what it is we hope to accomplish on the pre-service level and what can best be accomplished on the in-service level. The secondary acroclinical semester planning team has always worked under the assumption that they "maintain the right to work only small miracles." This motto has a great many implications for teacher education. There is a great deal to be learned by the pre-service teacher. The debate will undoubtedly continue for some time as to what the proper priorities are for pre-service and what should be retained for in-service training. Interestingly enough, it appears to this observer that some of the students who feel best prepared have yet to discover some of the toughest questions. These students include those who went into an ideal situation within the classroom where the critic had an excellent program established and was able to work the student teacher in to everyone's satisfaction. Less sure of their preparation, of course, are those students who find themselves in classrooms where classroom management was of such nature that they could not be heard or could not keep the attention of the class for very long.

Some of the hoped-for experiences within the acroclinical semester did not occur. For example, it was hoped that many of our students would be able to perform as members of teams of teachers and be involved in large

group instruction, small group discussions, and so forth. The team teaching simply was not available to our students. The only semblance of team operations probably came within our students working in groups of two, three, and four in helping one another plan their work. There were not the teams of professional teachers present within which our students could operate.

PLANS FOR CONTINUATION

Plans for extending portions of the Insite program into the "regular" program of teacher preparation at Indiana University are widely discussed.

There are major factors and issues to be dealt with, and among them are the following:

1. The cost of instruction in the acroclinical semester is considerable. The wealth of activities made available to the college student during this semester involves a large amount of instructors' time, equipment, and space.

2. Should the University Schools be so highly involved in the preparation of teachers that they accommodate a large number of student teachers every semester? Patrons, as well as the faculty of the University School, would have important opinions concerning wide use of the University School for student teaching.

3. Is there an appropriate role for the internship or resident teaching experience for secondary teachers? This observer feels the internship has great potential as a part of the fifth year program for teachers at Indiana, but many issues concerning staff and money will have to be faced. Work with cooperating districts with Insite would lead one to think the interest and willingness of the school districts is present and could be carried into an ongoing "internship" program.

4. It must be pointed out again that the acroclinical semester for secondary does <u>not</u> represent the radical departure from the traditional program that it does for elementary. Secondary teachers in the traditional program preparation take the <u>one</u> methods course, student teaching, and principles of secondary education. The elementary teacher in the traditional program is faced with multiple methods courses (an entire semester) and student teaching (another semester). The secondary teacher, taking the acroclinical semester, spends <u>more</u> time in the methods-student teaching setting, not <u>less</u>.

5. Closely related to (4) is the difficulty in assigning personnel to the acroclinical semester in secondary. Methods teachers specialize in one subject area and it is impossible to relieve a methods teacher of other on-campus teaching in order to work within the acroclinical semester (a teacher at IU can rarely work with 10-15 students only). There, fore, the acroclinical pattern in secondary is faced with always having "part-time" faculty members.

REPORT TO DEPARTMENT OF SECONDARY EDUCATION

A formal report has been submitted to the department of secondary education encouraging the department to consider the implications in (1) the internship (resident teaching), (2) cooperation with school districts, (3) orientation to specific teaching assignments while still on campus, (4) simulation materials (School City records and Capstone), (5) basic AV instruction as conducted in the acroclinical semester, and (6) possibilities of closer alignment of methods instruction and specific school setting.

WHAT HAPPENS TO INSITE STUDENTS WHO DO NOT GO ON TO THE GRADUATE PROGRAM?

A report under administrative topics gives data concerning the reasons for students dropping the Insite program through its early stages. Many of these have to do with finances, families moving, a change in career objectives, and less frequently, a student not making his grades. Some of the reasons are hard to assess in that a student often wishes to conceal the real reasons, particularly if they involve emotional or financial difficulties. This observer feels that some students have reported a change in major or a change in career objective in order to avoid having to give the actual reason.

This discussion deals with those students who, after completing student teaching in the acroclinical semester, decided not to do resident teaching. Rather than report these by name, they are reported merely by number.

Number One is a girl who realizes she is quite immature in many ways and who prefers not to do resident teaching, but rather to take another year of school and perhaps join Insite II and do resident teaching under those circumstances. This observer concurs in her self-evaluation. She has made a great deal of progress and did a satisfactory job in student teaching, but in many ways she lacks the poise and the forcefulness to do a successful job in resident teaching.

Number Two is a girl who has been a "loner" right from the start. She is a very bright girl and did good work in her major, which was a foreign language. Her future plans call for marriage, limiting her to the Indianapolis area where her husband will be.

Number Three also is a foreign language major. She is comtemplating marriage and has known for some time that she would not be doing resident teaching. Her fiance is in the armed forces and has insisted that she be with him and not take a resident teaching assignment.

Number Four, also a girl and also a foreign language major, has a graduate assistantship for next year at Rutgers University. This observer feels that she is most anxious to get back to the East, her home, and feels that she has known for a considerable length of time that she probably would not continue with the program.

Number Five, also a girl majoring in a foreign language, is going to attend graduate school at Boston University this fall. She was not in summer school following the acroclinical semester. She indicated on her evaluation form and in a letter to me later that she felt she had been pushed through school, that she was not the type who could go summer after summer without more of a break.

Number Six also is a foreign language major. She received the highest rating that any student teacher received either semester in the acroclinical semester. When she came to Indiana University, she tested out of 24 hours of Spanish after having lived in Spain for a number of years with her father who is in the armed forces. She did a truly outstanding job in student teaching. Her plans call for an August marriage and she will be teaching Spanish in New Mexico.

Number Seven, a Latin major, might have continued with the program had we been able to arrange a one-semester resident teaching experience for her. Unfortunately for her, perhaps, the girl with whom she would have been matched for resident teaching in Latin is being married. The school district wanting to employ this girl would have taken her for the year; but she wished to get her master's degree done and does not wish to teach the entire year next year.

Number Eight, also a foreign language student, did not have a successful student teaching experience. She did not fail student teaching, but she is an unusual girl in many respects and did not work in very well with other faculty nor did she appeal to high school pupils. This is not to say that her command of her subject area is not good, because it is very good. At one time she indicated that she would be employed by the federal government next year in a translating situation. That doesn't appear to be the case now, and her present plans call for attendance in graduate school. This observer feels that she has the intellectual capacity and the command of the language to be able to teach it in a college setting.

Number Nine, a young man, is going to continue graduate school. He probably will find other ways of using his major subject area other than teaching. His personal appearance is not what one would wish to have in a classroom, and he has made a wise decision to find other outlets for his talents.

Number Ten is not going to do resident teaching partly because the staff involved with her recommended that she should not. Her classes were uninteresting, her command of the subject matter had some serious gaps, and it was strongly recommended to her that she teach in a junior high school rather than a senior high school, under a more normal setting than resident teaching, and perhaps in an area where the level of expectations would not be so high as to be frustrating for her.

Number Eleven indicated early in the year that, because of financial reasons, she would not be able to continue in the program but would have to seek full-time employment this summer and next year.

Number Twelve, a young lady, was a Wilson Fellowship candidate, though not a finalist, and is continuing in graduate school.

One could speculate as to why so many of the persons leaving the program during the particular time in question are foreign language majors. This reporter at one time concluded it was because of the many opportunities available to these majors. Reconsideration leads one to think that "coincidence" may be just as important a factor.

Certainly any project or program must assume that students will change their minds, get married, and get fed up, not necessarily in that order.